

Submission
No 725

**INQUIRY INTO THE PROVISION OF EDUCATION TO
STUDENTS WITH A DISABILITY OR SPECIAL NEEDS**

Name: Ms Marilyn Carney

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The Chair of General Purpose Standing Committee No. 2

Ms. R. Parker M.L.B.

Parliament House

Macquarie St
Sydney N.S.W 2000

Dear Ms. Parker

I have written at length about general schooling as there was no specific curriculum for children with physical and/or intellectual disabilities or conduct disorders. The general school curriculum was modified through Infants, Primary and High School by grading (ABC) classes and also in high school by provision of subjects e.g. Selective High Schools languages, Intermediate - Technical ^{for boys} & Domestic Science & Clerical ^{for girls} (3 yrs mainly) & Two Year High ^{for those children encountering difficulties with learning} to undertake a general course. For those children with the most severe physical and/or learning difficulties provision ^{of full time care} was undertaken by organizations such as the Society for Physically Handicapped Children & others, such and if appropriate a school and teachers provided by the State government.

I have included copies of a second grade programme which has been very poorly copied and I had copies made of K Year 1 programmes but have included the actual programmes as they will be lighter for postage. I have also included the curriculum book for Spelling & Handwriting (red book). However

The parcel will be very heavy if I send any others. I was I thought you maybe able borrow them & if not possible have them photocopied by the State Library - where they are kept. They would need to be editions no later than those of mid 1960's - to show the former schooling, as I think by the 1970 Teacher Training was changing to cater for the changes that were introduced system wide in the mid 1970's. - (and the earlier system was much more appropriate in the ways of I have outlined.

I would need to tape record the methods used for teaching phonics and blends etc to use with them to build up word groups. I used the term sounding for the early work and then when this was completed during year 1. I explained spelling - short sounds for sounding & b for bat etc. then spelling was a b c etc so ^{bat} cab spelt ^{for apple} bat cab - As you can understand from this attempt it is too difficult to describe. Also the programme was co-ordinated - correlated on each five week pre-prepared e.g. poem, song, painting, story etc were allied to the Central Theme when possible. There is a covering page where you will note (a) Integrated activities. I have also included copies of two time tables - one is detailed from pre mid 70's. The other is not and shows integrated activities etc but no details as to the subjects, times & lengths of the individual lessons. The programmes became much the same - without any of the headings, indications of correlation, co-ordination or details - e.g. name of story or the other ^{details} as they are shown in those I have included - pre mid 70's. My apologies for being unable to prepare this in a more satisfactory submission but general health & difficulty with handwriting cause difficulties in doing so. Yours Sincerely
Mervyn Barnes

Adequacy of Pre-Service + Post Service Teacher Training.

My comments pertain to my own two year training at Teachers College from 1959-1961 and the replacement training in 1970's. The 1970's training was initially for three years at a College of Advanced Education and seemingly quite shortly after became a four year Degree course.

↳ Our two year training at Teachers' College course was undertaken in conjunction with the Structure of Schooling at the time for two years for Infants' or two years for Primary, or two years for Junior High.

Structure of Schooling

a. Primary Schools consisted of (i) Infants' Department (K, 1st + 2nd Gr. (5-8 yrs))
ii) Primary - Separate Boys Department + Girls' Department in 3-6th Gr. (8-12 yrs)
in most city schools + large country towns. Mainly these departments were on the same site but separate buildings.

The Headmaster (Principal) had responsibility for the administration of the entire school + the boys department + there was an Infants' Mistress + Girls Mistress and a Deputy in each of these three areas.

After kindergarten, classes within each year were graded re ability. Small schools mainly in the smaller country towns were likely to be co-educational throughout and naturally in one teacher schools all ages together. (There was correspondence School of the Air for the more remote areas)

↳ High Schools in the city + large country towns were (i) for Boys - Technical High Schools and (ii) Girls Domestic Science Schools. (as above for Primary)

in smaller country towns these would be co-educational but the boys would undertake their Technical Subjects Separately whilst the girls undertook their Domestic Science + Clerical Studies. The studies were for 3 yrs to Intermediate Certificate.

(ii) Selective High Schools were Junior High Schools (to Intermediate) + High Schools to 5th year for hearing. These schools provided learning in Languages + more advanced English, Maths, Science in most. However a few were for Domestic Science for girls + Technical Science High for boys. All provides as such for progression to Teachers College, University, Accountancy, Courses etc.

Agricultural subjects were undertaken in country schools & also a few selective High <sup>Specific
subject
Grade
School</sup>

(iv) Following the completion of the Intermediate Certificate boys mainly undertook apprenticeships in carpentry, plumbing and other trades. They attended work with a tradesman during the day and went to Technical College at night or they undertook labouring work, shop assistants, Station Staff, petrol station Railway. Girls mainly went straight to work in offices for clerical and stenography positions, catering, shop assistants, factories. Some undertook trades courses such as dressmaking, millinery and others advanced stenography by working during the day & attending courses at night. Similarly nursing training was undertaken with practical work in the hospital wards and the academic work in lectures. ^{These girls who undertook + leaving Certificate mainly undertook 2 yr Teacher training for infants, primary & junior high school degree courses, & some did apprenticeship. Very few undertook other degrees at " Secretarial Studies}

(v) Following the completion of the leaving Certificate boys went to work during the day and ⁽ⁱ⁾ to Technical College at night to become accountants, surveyors etc or to work during the day and University at night time to study one of the various areas of engineering or optometry, ^{geology, psychology} etc. Studies in Medicine & Law were full time daytime studies & thus usually, if not entirely, available to those from wealthy families. Also some boys - mostly & a few girls were able to attend the 3 year University Course and one year Teachers College Course to receive a degree in teaching. These were for High School Teachers in English / ^{Other} Languages, Mathematics, Science - to teach to leaving Certificate - all as outlined in Teacher Training.

Two Year High School Course. This was provided for pupils who encountered difficulties through Primary School and needed extended work in High School. This is to be outlined in the provision of a suitable curriculum for children with intellectually disabilities and conduct disorders. It provided a place in the workforce for these children & thus a role in society. Now they are ^{often} employed & / or homeless in many situations & at greater risk of trouble with the law.

2. Teacher Training was undertaken in accordance with the Structure of Schooling; Thus separate courses were provided in (i) Infants Training or (ii) Primary Training or (iii) Junior High Training. These courses were undertaken for a period of two years at Teachers' College. To gain our Teachers' College Certificate it was necessary to ~~to~~ pass ^{the} exams in all sub subjects - both academic & practical, & all our assignments (in addition to set marks it was obligatory to present all of our assignments as they arose) & attend all our practical teaching sessions as well as pass marks for these & regularly attend ^{(i) Teachers' College lectures & (ii) Demonstration lessons} ^{take} If successful at Teachers' College it was necessary to render three years continuous full time teaching successfully to gain the Teachers' Certificate.

This three year period was regularly supervised by the Head or Deputy Head of the Department (In High Schools I think the Head of the Specific Department. In addition to this the School Inspector came once each of these three years to determine their opinion of your teaching. The criteria for this was the same as those to be listed in the practical aspects for Teacher Training and any In-Service Courses we may undertake (These were provided after school at a specific school in the area) for new ideas in content, presentation etc.

Teachers' College Courses as mentioned above were undertaken for the specific areas mentioned above re Academic Courses & Practical Areas relating to Education and also Academic Courses for our personal study.

A. Academic Courses relating to Education for understanding
(i) Theories of Education (ii) Psychology (iii) Child Development Physical & intellectual from birth (iv) Contemporary Teaching systems & other such appropriate knowledge.

B. Academic Courses in English literature, Social Science and others such for our own Academic Development.

c. The practical subjects (i.e. the subjects undertaken by the children. These pertained to our classroom teaching for the specific ages and abilities within our particular course, i.e. either Infants', Primary or Junior High and good background of Infants' teaching for those of us undertaking the Primary Course.

(i) We were given instruction in ⁽ⁱ⁾ the content of the curriculum for each subject in each grade of our course.

(ii) Aims and Objectives in teaching this content of the lesson.

(iii) Ideas for the appropriate preparation, presentation and conclusion of the lesson and ways to promote the interest of the children within these aspects. i.e. Organization of lessons (4 Timetables were prepared with specific times for each subject & components within it).

(iv) The consideration within these aspects in (iii) - re the age and ability of the children for as mentioned classes were graded in the larger Primary and High Schools - from 4r.1 in Primary to end of A' level.

(v) Topics from the various subjects were provided by our lecturers for us to organize lessons in accordance with these aspects (i) to (iv).

(vi) Discipline - We were given guidance in methods to attain this in accordance with the age and/or ability of the class or the individual child.

(vii) ROTE LEARNING WHILST THIS HAD DIMINISHED IT STILL PLAYED AN IMPORTANT ROLE AS DID VOCAL WORK ^{OTHERWISE}

(viii) To enhance our studies at Teachers' College ^{OBSERVING} practical work in the schools was undertaken by Teachers at Demonstration Schools. This

was provided for us to understand how all of the above (i) - (vi) and other aspects of our college work were incorporated within a lesson to ensure the understanding & interest of the children.

These lessons were in various subjects and various grades & abilities within those grades. They were attended one morning per week whilst at college and mainly covered our specific course - but occasionally one from another. They could cover the range of English, Maths, Social Studies, Pnp, Ed, Art, Needlework or Woodwork, Music, ^{Physical Studies}.

During our observations we were expected to note attention to specific age & ability, ^{organization of the lesson} methods of presentation, aims & objectives i.e. all as above in points (i) to (vii).

Practical Teaching was undertaken for about ten weeks per year (with three sessions per year covered by this). This was mainly supervised by the class teacher (with at least a few years experience) and at times a college lecturer as the lessons were constructed & presented in accordance with their college training. This in turn ^{(i) of the curriculum to follow} ^{(ii) curriculum for schooling}

1. In designing the lessons we had to write up the aims and objectives ⁽ⁱⁱ⁾ the content and ⁽ⁱⁱⁱ⁾ preparation ^(iv) methods of presentation ^(v) conclusions. (Preparation often included making our own teaching aids as there were very few available).

2. Lessons undertaken at "Prac" teaching covered the range of subjects and their various components e.g. English, Reading, Spelling, Spoken Poetry and others.

3. We had to evaluate our lessons as to their success or failure in the factors ^{(i) - (v)} in paragraph 1. above and also in regard to the reactions, attention & interest shown by the children.

Thought given to all the ways for varying these aspects for greater success in future lessons

3. Discipline / Class Management was another aspect of our training through college, Demonstration lessons Class Teachers at "Prac" Teaching. In undertaking our own presentation of lessons at Prac Teaching it was necessary to consider the knowledge from all of the above & any idea of our own. As with the earlier factors of teaching mentioned we needed to evaluate the success ^{or failure} of this management in regard to the class and/or individual student.

4. Grading of classes was undertaken and we were involved in understanding the adjustments necessary to provide for the ability of the various groups in the specific age ranges, too. Our first

prac teaching usually involved an "A" class so if 3A a later prac maybe 3C and ^{our prac teaching lessons were designed to cover a prac in each grade 3A to 6A if possible + the one at Infant}

5. Range of classes by age was undertaken as well. e.g. Primary Infant trainees may undertake at least one Infants "prac" teaching session

to gain some general understanding of the organization of schooling & classes, the range of lessons - their ⁱⁿ content & presentation, preparatory Discipline & Class Management & the general needs of younger students & the variation of these from Kindergarten to Second Grade 6, Revision & Testing and methods for these were included in College course, Demonstration lessons & observation at Prac. Teacher & implementation in case of weekly tests whilst undertaking Prac.

(i) A programme of lessons was compiled five weeks in advance for all subjects. (This was in the three term year of approx 15 weeks per term).
CONTENT OF THIS PROGRAMME WAS DRAWN FROM THE CURRICULUM FOR EACH SUBJECT

(ii) Weekly tests were undertaken each Friday in Spelling/Dictation and Arithmetic from 4th to 6th. Revision was undertaken for any ^{necessary} general mistakes on a class basis and personal attention if a particular child. Testing for all subjects was undertaken at half year & end of year.

(iii) Every 5th Week of the programme - Revision of the prior four weeks was undertaken & general Testing of this period on the Friday and again attention was given on a class basis for ^{general} (individual) mistakes & at a personal level - for individual difficulties.

(iv) Other Testing included Reading Readiness Tests for Kindergarten/early year 1. Comprehension exercises from very basic for late 1st grade to more complicated tests as the grades advanced; IQ tests (Intelligence Quotient) in 4th grade & 6th grade for indication of child's ability & their progress in comparison to this. In addition the year 6 gave definite idea re placement for High School Course - from 2nd Special School Course to Selective High School.
ALSO IF 4th Grade IQ tests showed high IQ very high IQ these can be sent to advanced classes for 5th & 6th grade at specific schools which meant travel for some

(v) This constant monitoring through weekly Revision & Testing & half thorough testing for the month during the 5th week of each term provided for the children's progress in attempting the longer half year & yearly tests as well as a good foundation for the following year. In Primary School i.e. from 3rd grade children undertook tests in all subjects.
Our Teacher Training at college gave us very good understanding of the various types of Testing & instructions in administering them.

Teacher Training (continued)Completion of course.

1. To complete Teachers' College successfully it was necessary to (i) attend all Demonstration lessons (ii) completed ^{all} our assignments appropriately, (iii) undertaken all our Practical Teaching Sessions & completed them successfully and passed all our exams in 1st & 2nd year in both the Academic subjects for our own development and the Academic & practical subjects for Education. If successful in all of the above we gained our Teachers' College Certificate. However our health was taken into consideration and before starting College it was necessary for this to be tested by a general practitioner & on completion of our course this was undertaken again by a Government Medical Officer and if this was passed we were considered in appropriate health to start our Teaching career.

2. Teachers Certificate - However, to gain our Teachers Certificate it was necessary to complete the first three years full time teaching successfully. This was supervised by either the Head or Deputy Head of the Department regularly and once a year by inspection by the School Inspector.

(The teachers who undertook the University + Teachers' College - i.e. 3yrs at Uni + 1yr at College would have been in the same situation). There were two reasons for all the factors mentioned above.

1. To ensure the teachers were competent in presenting their work to the students appropriately and to provide understanding yet require appropriate discipline so pupils were not disrupted & thus best learning outcomes achieved for the child according to ability.

2. These factors re completion of Teachers' College then Teachers' Certificate were undertakings in association with our Bond line for our small allowance paid to us through our Teacher Training.

Residential Care.

In the late 1960's I taught at Beverley Park Hospital School at Campbelltown. Beverley Park was associated with the Society for Physically Handicapped Children. Residential care was provided for boys from five years to late teens - as this was their lifespan for they mainly suffered from Muscular Dystrophy & Spina Bifida or equally dire physical difficulty which caused their survival to be limited. Some boys also suffered from moderate to profound intellectual &/or behaviour problems as well as their physical disability.

In addition boys & girls from 5 years to mid teens came by taxi each day from the Liverpool / Campbelltown area. These children had severe physical difficulties but not so profound as the boys in residential care. As with the boys some of these children had intellectual and/or behaviour problems. They could receive physiotherapy, medical checks etc and as with the boys in residential care attend the three teacher primary school attached to the Hospital. The school building (the weatherboard portables of earlier years) equipment & teachers were paid for by the NSW Department of Education.

The staff consisted of Matron, Deputy Matron, nursing assistants, Wardsmen, Kitchen Staff, cleaners, ^{gardeners} a Physiotherapist & Occupational therapist. The three teacher school comprised a School Principal (male) and two assistant teachers (both female at my time). I have mentioned all the staff as we all worked individually and collectively to make life as pleasant as we could for the boys and the day pupils.

We were also arranging for the ^{older} boys to have some company of their own age. The High School was opposite and one young teacher

visited to work with one of the older boys who was interested in Geography. I enquired if he thought some of the older students at the high school could come over to meet the boys and some decided to do so. The school principal went over to explain the boys' circumstances as they were rarely in the community. The students still decided to visit and came after they completed their Year 11 exams. However once the time came the boys were overcome by their shyness about their circumstances so the students were spending their time with the younger boys. Fortunately just five minutes before they were due to leave I convinced the boys to go into meet them. Within the short time before the holidays the students had arranged for our older boys to go over to the School Concert and Dance & arranged a barbeque for them.

I have written at length about this as it shows that integration is possible. It also shows the courage & sensitivity of the high school students and the courage of the young men in overcoming their shyness about their circumstances so they could all share pleasant activities.

I could not believe that presently there is only one such facility & it is to be closed. This is despite all the growth in the general population over the last forty years since I was at Beverley Park and the proportionate growth in the numbers of children with the most severe disabilities. I realize that medical procedures & advanced technology for aids have lessened the burden in some circumstances. However the recent ABC programme showed the toll on parents (& siblings) & especially the father coping with the care of his lovely son for thirty years. It appeared that this young man was most likely in similar circumstances to the boys & young men at Beverley Park but with advanced procedures has survived beyond his late teens to 30 years.

It seems that immediate respite care is needed for this family so that the parents can recuperate and long term nearby residential care can be found for their son.

It is also necessary to ensure that the facility on the Northern beaches is retained (if not too late) and decisions be made to provide further facilities such as this & Beverley Park (sometime ago I heard it ^{was} a home for boys with conduct disorders) - when the explosion of growth in the area between Innespool & Campbelltown was being organized - it could have been retained. I know there was to be a large facility provided there but obviously the residential facility was not included.

I would like to suggest that a facility such as Beverley Park was forty years ago should be established in that area to cater for the south western suburbs and (small) towns - in Boural/Mittagong & such areas. Similarly there should be one in the North Western area of Sydney, one in Canberra/Queanbeyan for that area & the southern & coastal towns, one in Bathurst/Orange area for central and far west, one in Wagga Wagga for south west slopes & far ^{west} ^{south} west and one in the North for North Coast, slopes & North West. I have nominated these areas as rail & car travel mainly available for parents to visit. They also need to cater for age groups within a reasonable age. I realize separate facilities would not ^{always} be possible at times, but separate wings within this could be an idea with gardens walled off as well so that younger people do not have to constantly mix with older & old people on a constant basis but just occasional times. I have not described this very well - I hope you can understand what I'm trying to explain.

There seems to be funding available for wonderful sporting facilities which are not constantly in use & at times when they are only a few spectators. It's only special occasions when they are occupied by the huge crowds they are built to cater for. Yet we can see the plight of the children & young adults in severe difficulty ^{desperate} ^{of} ^{parents}

1
Provision of a suitable curriculum for intellectually disabled and conduct disordered students.

1 During the 1960's considerations concerning discipline meant that schooling was wending away from the harsher discipline of former years. However it was still sufficient to ensure that classes could operate without disruption & similarly with morning tea & lunch breaks, physical education - schooling in general.

2 The changes to Education in Primary Schools in the mid 1970's caused the structure of schooling, teaching methods, & curricula to be changed virtually "overnight". In conjunction with this ⁽ⁱ⁾ even the milder discipline of the late 1960's was abandoned. ⁽ⁱⁱ⁾ grading of classes was eliminated & the system of composite classes introduced. ⁽ⁱⁱⁱ⁾ the content & organization of the curricula ^{were} ~~was~~ changed and ^(iv) testing not so regular - so mistakes were not so obvious & revision to overcome this not readily undertaken. ^(v) Timetables were not constructed with set times for lessons nor appropriate times to cater for concentration for the particular age group or ability group. ^(vi) Also rote learning was abolished. Again over the ^(as was the case with grading) reverse of the 1960's rote learning diminished considerably but still retained an important role in the teaching of the basics for Spelling and Arithmetic - but was abolished in the 1970's. change - to the detriment of the children.

In graded classes children with high ability could progress at an appropriate level & similarly children with average at their level & children with difficulties at their level. When all these abilities are mixed in one class ^{higher ability become bored} and the other children become ^{embarrassed} concerned because they are battling & thus behaviour ^{deteriorates} deteriorates as the teacher fails to contend with the different needs of each group.

Provision of a suitable curriculum for Intellectually Disabled & Conduct Disordered Children.

There was no specific curriculum for children in these circumstances in Primary Schools in earlier years.

The former structure of schooling with its components for grading, testing, revision, discipline, content of curricula, teaching methods etc would have provided the opportunity for all such students except those in difficulty to a quite considerable extent. The weekly testing and regular revision provided constant monitoring and in addition half yearly & yearly test and Intelligence Quotient (IQ) tests at the end of 4th grade and 6th grade provided additional indication of the progress of the individual child: ^{appropriate} ~~class~~ ^{grades}. Then if there were continuing difficulties different methods of presentation and other avenues could be undertaken - e.g. referral to school counsellor - or change to the grade in the class. At times pupils may go into the higher grade in the year or into the lower grade.

Often children could progress after first grade as their learning age would catch up - e.g. one in 10 in 1st grade maybe in 2c or even 2B in yr 2.

I realize this grading is contentious. However it has proved that it was more appropriate than the composite classes which have replaced it - especially with all the aspects which accompanied it as I have noted on page 2 of all of which were abandoned at the same time as grading with the changes in the 1970s.

This earlier system meant that most children could attend High School and undertake a course appropriate to their ability as classes were graded

& schools organized in accordance to cater for knowledge for appropriate careers for the particular ability groups - This is why I included Structure of Scheduling ^{in section} (adequacy of the Service Pat Service Teaching) - with Alternative High Schools, Technical & Domestic High Schools, Two Year High School for children encountering Intellectual Difficulties providing a graduated schooling from 4 to 1 on

Provision of a suitable curriculum for intellectually and disabled and conduct disordered students.

Two Year High School Course. This was provided for pupils who encountered learning difficulties in conjunction with the graded Primary classes.

These schools were provided for children continuing to encounter difficulty with schooling - following Primary School and would find difficulty in undertaking general high school even in the graded classes. From memory these students were given extended work in their basic subjects and in addition some preparation for their future work in factories and offices, ^{for boys} other tasks for various work they may undertake as their job - e.g. labourers, garbage collectors, street sweepers, gardeners. Many of these would have been provided through government and local council undertakings but some private enterprise.

I think they were also trained in their grooming, diet etc. Additionally they were given training in travel to work re purchase of tickets for bus/rail (tram in the 1950's early 60's) to recognize the bus stops, tram stops & names of stations & timetable.

In earlier years these courses were undertaken at a unit in a specific primary school within a district. Whilst within the school grounds it was not in general conjunction with the school. ^{This form of schooling} these positions have largely disappeared. ^{the young boys} the part of them employed & ^{become homeless & some in trouble with law}

Then when Composite High Schools were introduced the classes were still graded and this unit operated within the High School - but still with its own teacher in the main. As there was a kitchen there would have been opportunity ^{for girls} to

learn preparation of meals. It would have become single sex as the high schools in the city were still single sex schools in the early years of composite high. ^{These young people were provided with a place in society}

Provision of a Suitable Curriculum for Children with Intellectual Disability and Conduct Disorder.

2. Conduct Disorder.

Methods of Discipline - Methods of Discipline were quite harsh until the 1960's when over the decade a more reasonable approach to this was developed. However in the mid 1970's this was abandoned along with the entire structure & methods & content of the 1960's Primary Schooling.

The method I used was to undertake discussions with the children about ⁽¹⁾ the reasons they came to school ⁽²⁾ the reasons I came to school. It was then decided that it was sensible course to work during school lesson time and play in the second half of lunch time. ⁽³⁾ Then this established the understanding that those who talked and played about during lesson time would need to stay in and do their schoolwork during the 2nd half of lunch time - that was playtime. The necessity for this was explained and then discussed with them the reason was by playing about in lesson time they were hurting themselves & hurting their school friends, and to come to the realization that this was not at all sensible. Thus with their understanding and agreement I followed this persistently, and on occasions I was on playground duty in that 2nd half - they walked with me. I taught children who were in difficulty with their learning and behaviours in the graded year ^{one} and at times older children. The ^{last was} last being in a special unit of 8-11 year olds who had not yet learnt to read & similarly with math and all their work's behaviours. Gradually over a term of the above method all but one had learnt to read ^{basic & spelling} & behaved within reason. However I think that teachers would not be able to undertake even this method as there would be objection to it. now.

3rd There is necessity for some type of Discipline that is reasonable and can be administered persistently. And in conjunction with this there needs to be grading of some description until lunch time. It is impossible for a teacher to cope with the range of abilities in the one class - even though the classes are half the size and have better resources & the availability of assistants - all unavailable in ~~the~~ earlier years - see latter section of page 2

School Attendance I don't like constantly making reference to the 1960's era - yet again the 1970's changes created different attitudes to this and with those since have not assisted children with conduct disorders. I think it was only (appropriately) two days absence & on the third day notification was expected by a note or phone call from parents to explain the circumstances. (This was expected even when a child returned on the third day to explain the two days missed). I think if this was not undertaken the ^{TRUANT} truancy officer was contacted & he then made enquiries to ensure the reasons for absence were valid & if not immediate action was taken.

Now it seems that the schools and the legal authorities and even the parents can't force the children to come to school. The children realize this and they also understand the circumstances which can cause them to be dismissed & so engage in them to get out of attending school. Then they are roaming about either causing trouble or being vulnerable. There must be some way for them to be expected to attend school in the circumstances of former generations. In addition they miss their schooling & are not prepared for work when 16-18 & unemployed.

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Diet and Exercise are acknowledged as factors causing problems with ^{as well as health} behaviour. This is in connection with chemicals for flavours & colours in foods & soft drinks & cordials. ^{on health & behaviour.} However I consider there is, in addition to these new so not appropriate foods water & milk etc are all have chemical additives for "keeping longer periods in cold storage and also to provide ripening as fruit and vegetable are picked green (and they taste terrible) ^{Now} and preservatives in they need ^{supplements} to ripen them cereals & the like cause you to feel dehydrated, the bread now has higher yeast quantities so it can be made in the one process - rather than the two processes of earlier years). Another problem is these so called "energy" drinks. They contain a substance called "guarana" & it is dangerous. One young man drank six cans on a hot day & nearly died from a heart attack. The answer from the company was there was a stamp to say no more than two cans be consumed but this is on the back of the can & no idea of time frame given for this consumption. There are several brands of this now on the market and it is available "off the shelf" in the general section of the supermarket. Apart from health ^{all these factors} this must cause problems with concentration on schoolwork ^{in general} and on behaviour in general. Now I notice the major supplier is the promoter ^{of the energy drink} of one of the main sporting competitions - as are the alcohol companies, mainly the brewers involved in ^{major} sport & the young people (even little children). Now all follow these sports at the events or via T.V etc and are exposed to the ads on field & on media... & thus will emulate their sporting heroes. This will include imbibing these products & the resultant violence ^{health problems}.

5;
 Exercise. The attitudes to exercise seem to swing from one extreme to another; some children seem to undertake very little exercise or in other cases too much and/or too difficult for their age in consideration of their general physical development and other factors such as hand-eye co-ordination. Little girls two or three years old are attending ballet lessons & I understand four year olds undertake exams. (Maybe younger - but the 4 year old is the example I heard. Also pre-adolescents are now "trying to undertake tennis, golf & football (in the latter organised matches. Apart from the physical detriment the children will "give up" because they can't be successful & probably "play up" about attending, attempting these activities & cause angst re parents who don't realize the children are too young. Also there is the physical & emotional detriment for those children who do not have any extracurricular alternatives if the children do continue they are bored by the 10-12 year old stage when they need to develop these skills and to carry them through their teenage years for their sport. In earlier years as little children there was very little available in terms of today's ^{and early 20th century} ~~toys~~, then later ^{crashing, windings etc} ~~toys~~. Yet we had constant exercise with a ball, and skipping rope and a small rock to draw an "hopsotch" on the road - (no cars & just a patch of bitumen) or a stick to draw one in the dirt. These were the games we played between 8-12 years - at school after school, school holidays. I think tennis lessons started at about 8-10 yrs & boys started football matches, competitions about 10 or 11 years. We undertook a considerable physical education programme at school, ^{from infants to the end of schooling} as well, and spent the last hour on Friday in Primary and ^{the} Friday afternoon at High School. We also walked to & from school each day during primary. Also the Govt. provided 2 weeks in summer holidays for ^{games} ~~etc.~~ etc.

I would like to suggest that the curriculum for Primary & High Physical Education and Health maybe able to provide the detail as it is too difficult for me to write about. I don't think the programme in its entirety would be necessary but the basis would be so. (e.g. there is a considerable emphasis on gymnastics - I would consider that gymnastics would ^{not} be appropriate at all - in any regard - they are dangerous for general undertaking).

Sleep Routines. I missed including these in comments re. health. In earlier years Sleep routine was considered an important factor in the physical and emotional development of children right from birth and appropriate sleep times & lengths of these began ^{from} at birth. I usually checked this with children with learning &/or behaviour difficulties and included this each year in the health lessons at the beginning of the year & followed up individually as indicated when signs showed this was necessary. In quite a few instances this made helpful changes in the child's behaviour and attitude towards their schoolwork.

Other difficulties which have arisen in the last two or three generations include the separation by parents & children then having to adjust to the different ^{expectations} homelife from one parent's circumstances to the other - and additionally to children who are not first siblings. This causes confusion &/or anxiety for the child - subsequent conduct changes. Also now there is the exposure to all the inappropriate behaviours promoted through the media on lifestyle from tiny tots to grandparents. I have included details for programmes relating to this, as they provide in depth explanations - they are too difficult for me to write.

Home Organization / Parenting Classes

I am uncertain about these suggestions as they could provide reinforcement in circumstances / inappropriate outcomes and or in these times parents may consider it is not acceptable for Schools / governments to give this advice.

1. To provide classes for nutrition and the various aspects of domestic science concerning this i.e. appropriate foods for the three meals per day and appropriate times for these as well as the appropriate size servings - all in consideration of the particular age group of the child in its various stages from birth to mid teens - & more for themselves as adults.

(e.g. television ad. shows mother serving a full bowl of cereal to a 12 year old lad as necessary for his learning, shows another lad next to him without this & then later trying to copy work from 1st lad. There are so many incorrect portrayals like this & in so many other aspects of life too. The lad would need cereal but not a large, full bowl as shown. Additionally, they would need to learn appropriate simple methods of discipline for the various stages from toddlers to late teens.

2. They would need to learn the planning & the cooking for other preparation. e.g. to make a shopping list in advance & preferably a set day to do this shopping so the ingredients, & foods are at hand.

3. Budget - Know the income and set aside some for saving then that for necessities (to understand what the necessities are) the

major one being appropriate food - meat, fruit, milk, bread, butter.

Others would be payment of mortgage & clearing their ^{vegetables} ^{part} ⁱⁿ ^{the} ^{veg}

4. Learn the appropriate cooking techniques & the appropriate quantities to provide for the entire family meal then the appropriate portions of this to serve according to age group and for the other considerations in ⁽ⁱ⁾ above

4. Organization of their time so that they take into account ⁽ⁱⁱ⁾ preparation time, ⁽ⁱⁱⁱ⁾ cooking time & amount of time, then washing up. ^{for serving, eating} Children

can help with some aspects - in accordance with their age. Family involvement with washing up can negate the expense of a dishwasher machine & reduce the electricity account & provide a little family socializing.

Simple Sewing, Knitting
Woodwork etc.

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making a kite
(not one of the sophisticated
purchased
kites).

(1) In association with this the need for family to eat at table as it provides opportunity for social interaction, too - between parents and children & (parents) children with siblings. It provides an opportunity to instil appropriate manners in listening to each other & also for parents to enquire about school & other activities & listen for any problems which may not be necessarily forthcoming. (2) Children can undertake chores very simple in earlier years then increasing in accordance with age group.

I consider organization of time is most important in regard to childrens' behaviour. This seems to be another facet of life that has diminished with mothers' working but I consider that the hustle & bustle now could be reduced with a timetable for the various chores & the name of the child to undertake them. This would be helpful to parents & also help the individual child & the family collectively. The children should not be overloaded with duties but a few will help them to develop a sense of responsibility for themselves & consideration for others. Also a calmer atmosphere in home life will assist (hopefully) in better behaviour & learning outcomes for school.

*ALSO PARENTS NEED TO BE AWARE OF ACTIVITIES RATHER THAN CONSTANT T.V. DISRUPTION.
e.g. simple card games or SNAPS FISH - SIMPLE TO START MORE COMPLICATED WHEN OLDER
Ludo, CHECKERS, MANKO & many others such that
of various words & phrases are printed on FAMILY GAMES
TECHNOLOGICAL

(3) This should have been mentioned first i.e. Child Development & responsibilities regarding this all as above and as well as this ^{appropriate} exercise at appropriate age groups as mentioned in 5: p. 7.

(6) The responsibilities in babyhood in these regards and as well as smoking, drinking alcohol, taking drugs etc, at all i.e. not at anytime for the consequences on their own life as physical health behaviour, brain damage as the consequences can be set up before pregnancy as well as during pregnancy & then for their baby once born & the toll it will take on their lives as well as the dreadful consequences for baby's future there is a programme where teens have a baby doll strapped to them & it ^{even} CARIES at life SET TIMES.

Difficulties arising for children from families with English as a second language and children from Indigenous background.

^{THIS YEAR I TEACHED WOULD HAVE BEEN TRAINED AT IN THE 2ND TEACHER COLLEGE PRIMARY COURSE}
These are problems known to you but I will note them.

During my work I was involved in teaching a lad of twelve years of age who had not learnt to read, spell etc. This was not addressed until he was in Year 6 when the class teacher then understood the reason. This teacher could not organize to give him all the assistance necessary - from Year 1 - Year 6 in time for him to go to High School so he organized for him to take an evening course at Technical College which would be appropriate. However the lad was involved in an accident and was hospitalized for sometime & the teacher contacted me (as I was the hospital school teacher). As soon as the lad was able I started with him from & for apple etc then built up word groups & then spelling when he was competent in the sounding so he learnt to etc and learnt to spell words.

He was very sensible and did not let embarrassment overcome him and so he had learnt sounds & words groups in this form & then his spelling & also reading as he had the knowledge for this through the above & explanation of blends etc.

I realized that his background from a home with English as a second language meant that & was very close to ũ & ě so.

bāg, bēg, bōg would be hard to determine. I realize this would be for children with even a slight hearing problem and ~~as~~ as well as those in this lad's circumstances & probably doubly so for indigenous children with English as a Second Language & the hearing difficulty from which so many of them suffer. I think the earlier teaching methods ^{in conjunction} with weekly testing & also health checks by school doctor in Kindergarten rather than pre-school (as all or many more attend school) may have helped these circumstances for this lad & the many others ^{RECOGNISED AT ALL} not mentioned.

- ① Kerry O'Brien speaks with Norman Doidge author of, *The Brain That Changes Itself*. <http://www.abc.net.au/7.30>
- ② Kerry O'Brien interviews Baroness Professor Susan Greenfield re her cautionary note about the Screen Culture of the Computer Age changing our brains in ways that could have serious impact on personality + behaviour - Title *Screen Culture Maybe Changing Our Minds* <http://www.abc.net.au/7.30>
- ③ There are four papers re Fetal Alcohol Syndrome. These are ^{and Hateline} ~~in the~~ programmes - Two entitled Suzanne Smith Investigates Fetal Alcohol Syndrome & the websites for both are <http://www.abc.net.au/hateline>. Another is titled Robyn Long & Bradley Woods join Hateline & then the last is ^{STERLING} Sterling Blaxens joins Hateline - all with the <http://www.abc.net.au/hateline>
- ④ Four Corners report by Wendy Carlisle Breaking Point - which outlines the predicament for parents needing respite or full time residential care for their children with the profound Physical +/or learning difficulties <http://www.abc.net.au/fourcorners>
- ⑤ There is another 7.30 Report ADHD medication debate reignites - Mike Sexton reporter www.abc.net.au/7.30 (Children on medication seem to be too tired to "hold their head up" at the beginning of school day - 3 find it a cruel medication side effect)

* The printed script of these can be obtained if the ABC general number is phoned then request to be connected to the various programmes. - so a request can be made to 7.30 report office for those indicated in 1, 2 & 5; Hateline office re those listed in 3 & Four Corners office for the "Breaking Point" script:

There is another programme. This is the Canadian Programme Consumer KIDZ - Internet - Top Bar www.cbc.ca/docszone/kids/tookover In Australia this programme was called How the kids took over

I think these programmes are most pertinent.

They are also available in print. You need to phone the ABC general number for switch then ask for Hateline, 7.30 reports or Four Corners as I have noted.

I have repeated myself see * In doing so I've put marks around the programme - However these programme were written in for website so need them for the web addresses still.